Development of Student Worksheets Assisted by Canva in Science Learning for Grade V Students

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ARTICLE INFO

ABSTRACT

Social studies education has an important function in developing insight and shaping students' character so they are able to adapt to social changes that occur around them. This study aims to produce a valid, practical and effective LKPD design in learning. This research method is development research using the ADDIE development model. The research subjects were fifth grade students of SD Negeri 28 Lubuklinggau. Data collection techniques were interviews, questionnaires and learning outcome tests. Data analysis techniques were validation results analysis, practicality and effectiveness analysis of LKPD results. The results showed that based on the results of the validation questionnaire conducted by three LKPD experts assisted by Canva, it was categorized as very valid with a percentage of 95% from language experts, 87% from media experts and 92% from material experts. The overall results of the practicality test from the student response questionnaire (One to One Test and Small Group Test) and the teacher response questionnaire were categorized as very practical with a percentage of 91%. And the effectiveness test from the pretest and posttest results using the N-gain formula obtained a value of 0.63 with a moderate category. Based on the research data obtained, it can be concluded that the Student Worksheet (LKPD) assisted by Canva in science learning is declared valid, practical and effective for use in the learning process.

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1. INTRODUCTION

Social Studies (IPS) is a subject that plays a strategic role in education, particularly at the elementary school level. It aims to equip students with an understanding of various aspects of social, economic, cultural, and historical life, which will shape their awareness as individuals interacting

within society. Social studies education plays a crucial role in developing students' insights and character, enabling them to adapt to the social changes occurring around them.

In the context of Indonesian education, social studies plays a role in instilling national and democratic values. This learning not only focuses on mastering academic concepts but also fosters critical thinking, empathy, and social skills necessary for social life. This finding aligns with Riadi et al. (2023) who stated that social studies learning plays a crucial role in students' intellectual, emotional, cultural, and social development because it fosters responsible thinking, attitudes, and behavior as individuals, members of society, and citizens.

The success of social studies learning in elementary schools is not only determined by the learning methods applied, but also greatly influenced by the availability and quality of teaching materials used by teachers in the learning process. Teaching materials are a set of learning materials systematically arranged and used to help students achieve learning objectives. In the context of elementary education, teaching materials serve as a bridge between teachers and students in transforming knowledge, values, and skills relevant to real life. Therefore, the preparation of teaching materials must consider the characteristics of students' cognitive development, the meaningfulness of the content, and the attractiveness of its presentation.

Good teaching materials not only convey information but are also designed to facilitate active interaction between students and the material being studied. This includes the presence of elements that support critical thinking processes, problem-solving skills, and encourage emotional and social engagement. In social studies lessons, which are naturally contextual and relevant to students' lives, it is crucial for teaching materials to be presented in an engaging and relevant manner. Teachers need to develop teaching materials that not only reflect the core competencies in the curriculum but also relate them to the real world and the students' surroundings.

Based on the results of observations conducted by researchers at SD Negeri 28 Lubuklinggau on January 14, 2025, information was obtained that the Learning Objectives Achievement Criteria (KKTP) value in the social studies subject was 70 and learning could be said to be successful if fifth grade students achieved the KKTP, namely 70%. However, in the fifth-grade social studies subject at SD Negeri 28 Lubuklinggau there were still some who had not achieved the KKTP. This was evidenced by the results of the daily test scores of fifth grade students which showed that out of 18 students, 6 students (33.33%) were able to achieve the achievement criteria and 12 students (66.67%) were not able to meet the achievement. Thus, the level of student learning achievement was still below the success indicator of 70%. Based on the results of the researcher's interview with the fifth-grade homeroom teacher, a problem was found in the learning process, namely the limited teaching materials used. Teachers only use textbooks provided by the government, without any modification or contextual enrichment of the material. Also, student worksheets (LKPD) are only a single sheet of paper, so the material is not systematically arranged. As a result, students' understanding of the material is less than optimal. Based on the results of a needs analysis by distributing questionnaires to fifth-grade students, it shows that most students have difficulty understanding social studies material because the teaching materials used are less interesting, monotonous, and lack concrete examples from everyday life. Students need more visual and structured learning media.

Researchers found that both teachers and students expressed expectations for the development of more innovative and contextual teaching materials. Teachers require systematic worksheets (LKPD), containing clear learning steps, and complemented by engaging illustrations. Meanwhile, students desire learning media that are fun, colorful, and interactive. Thus, there is a clear need to develop LKPDs that not only assist teachers in delivering material but also enhance students' interest and understanding of learning.

One way to address this problem is by developing teaching materials. Teaching materials play a crucial role in enhancing learning effectiveness. Good teaching materials should present information systematically, in a way that is easy to understand, and engaging for students. One form of teaching material that can be used is the Student Worksheet (LKPD). LKPD is part of the infrastructure to assist

and facilitate teaching and learning activities. By using LKPD, students can be more engaged in learning activities. The developed LKPD must be in line with the curriculum, engaging, and able to accommodate various student learning styles. A varied LKPD is an effective solution to overcome student boredom with monotonous material. By presenting variety in the form and method of presentation, students are not only more interested but also more motivated to participate in the learning process. LKPD serves not only as a tool but also as a link between theory and practice relevant to everyday life, so students can more easily understand and apply the knowledge gained.

Along with the development of technology, various innovations in LKPD have begun to be developed, one of which is by utilizing platform graphic design such as canva. Canvas is a digital-based design tool that is easy to use and provides various interesting features, such astemplatevaried, creative elements, and facilitates the systematic arrangement of materials. According to Aulia Annisa & Herman H, (2024:609) canva is an online design program that prepares various design templates that can be used to create learning media.Canvacan make it easier for teachers to design learning media, as Triningsih, (2021:167) said that canvacan make it easier for teachers and students to carry out technology-based learning processes, skills, creativity and other benefits, therefore it can attract students' interest in learning by presenting interesting learning media and learning materials.

Utilization canvas, the development of student worksheets (LKPD) is expected to increase student active involvement in the learning process, clarify concepts learned, and enhance understanding of the material. Furthermore, teachers can design LKPDs according to student characteristics and needs, making the learning process more relevant and engaging. With the various features offered, canvas enables the creation of LKPD that is more dynamic, interactive, and able to increase visual appeal which has a positive impact on learning effectiveness.

Thus, in developing LKPD, it is not only an innovation in education, but also a solution in creating a more enjoyable and meaningful learning experience for students. The use of technology such ascanvaThis provides teachers with flexibility in developing learning materials tailored to students' needs, thereby making the teaching and learning process more adaptive and effective. This also aligns with previous research conducted by Lulu & Mulyani, which found that the use of Canva-assisted Student Worksheets (LKPD) is highly suitable for use as teaching materials. Based on this problem, the researchers conducted a study entitled "Development of Canva-assisted Student Worksheets (LKPD)."canvain the fifth grade science learning at SD Negeri 28 Lubuklinggau"

The purpose of this research is to examine and produce a valid, practical, and effective student worksheet (LKPD) design for learning. This research is expected to benefit those directly and indirectly involved in education.

2. METHODS

Development model the method used in this study is the development model for developing LKPD. The ADDIE model concept is applied to build basic performance in learning. The ADDIE steps are: Analysis, Design, Development, Implementation, And Evaluation. Data collection techniques in this study were carried out through observation, interviews, questionnaires, tests, and documentation. The data analysis techniques used in this study were as follows: Validation Results Analysis (Questionnaire for Experts), LKPD Practicality Analysis, and LKPD Effectiveness Analysis.

3. FINDINGS AND DISCUSSION

Initial Product Development Results

This research is included in the type of development research or Research and Development (R&D). Research and development is a method that aims to produce a specific product and test its effectiveness. The product developed in this research is a student-assisted worksheet (LKPD) canva. The development model used is ADDIE, which is implemented systematically according to the established stages, in order to produce valid, practical and effective learning media.

The following is an explanation of the stages that have been carried out in the development of LKPD: The analysis stage is the initial step in the development research process. The analysis step consists of two stages, namely: performance analysis and needs analysis: Performance Analysis; At this stage, it is carried out with the aim of finding out the problems faced in schools whether or not it is necessary to develop learning media. Problem identification is carried out through direct observation and interviews with the homeroom teacher of grade V of SD Negeri 28 Lubuklinggau. Based on the results of the interview with Mrs. Orin, S.Pd. as the homeroom teacher, information was obtained that the science learning process is still very dependent on textbooks from the government as the only learning source. Teachers have not modified the material or enriched it based on the local context or students' learning needs.

Furthermore, the use of student worksheets (LKPD) remains very rudimentary. They are simply sheets of paper that are not systematically structured and do not contain meaningful learning activities for students. They lack instructions, learning objectives, or interactive activities, so they fail to encourage students to be active, think critically, or fully engage in learning. Therefore, it is hoped that the LKPD learning media developed in the learning process can create enjoyable and active learning.

Needs Analysis; The needs analysis stage determines what learning media needs to be developed or created to improve the quality of learning, especially in social studies learning. The selection of this media is based on the results of identifying students' learning needs and the condition of the learning media available at SD Negeri 28 Lubuklinggau in the form of simple LKPD media. It consists of only a single sheet of paper without any systematic structure and does not include meaningful learning activities for students. The worksheet lacks instructions, learning objectives, or interactive activities that could encourage students to be active, think critically, and fully engage in the learning process.

Based on these conditions, the author developed and selected learning media in the form of assisted LKPD.Canvas Which is designed in an interesting, structured and contextual way, so that it can increase student involvement and make it easier for teachers to deliver social studies material more effectively.

At the level of the Planning Stage (Design), the researcher prepared an initial draft of the Student Worksheet (LKPD) based on the results of the needs analysis, theoretical studies, and applicable curriculum references. The design was carried out to ensure that the LKPD to be developed had a systematic, attractive structure, and was relevant to the characteristics of fifth-grade elementary school students. The design steps were as follows: Curriculum Analysis; The initial design step was carried out by creating Learning Outcomes (CP). And Learning Objectives (TP) in Social Studies subjects in grade V. This analysis aims to ensure that the material compiled in the LKPD is in accordance with the competency standards set in the Merdeka Curriculum. The focus of learning in this LKPD is directed at the topicIndonesia is rich in natural resources. Determining Core Material and Sub-Materials: The core material selected in developing the Student Worksheet (LKPD) is based on student needs and the results of previous learning analysis. Sub-materials are structured in a step-by-step and logical manner to facilitate student understanding of the concepts being taught. The material included in the LKPD is presented contextually and is relevant to students' lives.

Preparation of the Flow and Structure of the LKPD; The structure of the LKPD is designed by taking into account the principles of sequence, integration, and achievement of learning objectives. The main components included in the LKPD include: LKPD identity, Learning Objectives, Concept Maps, LKPD Usage Instructions, and Assignments.

The development stage is carried out with the aim of producing assisted LKPD products canvain science learning, the validity of which has been tested by three experts: language, media, and materials experts. The three validators assessed the results based on a questionnaire provided by the author. The validators' suggestions and input will improve the quality of the media. Activities in this stage consist of: Preliminary Product Development; The initial product is developed based on the previously designed Student Worksheet (LKPD). This LKPD is compiled using application canva, with the characteristics of students' cognitive development, so that the materials, activities, and instructions

presented are contextual, interesting, and encourage active participation in the learning process. Product Validation Stage; After the initial product is completed, a validation process is carried out by experts to assess the quality of the LKPD before being tested. Validation is carried out by three validation experts, namely language, media, and material validation. Each validator is given an assessment sheet with a Likert scale and a column for criticism and suggestions.

Product Revision; Revisions were made based on input from validators, including: 1) Adjusting terminology in the material to make it easier for students to understand. 2) Adding local contextual images to increase the relevance of the material to students' daily lives. 3) Improving the layout of text and visuals to ensure consistency and clarity. After revision, the LKPD product was declared valid and ready to be implemented in the classroom.

Implementation Stage; At this stage, the media that has been developed in the learning process has 2 stages of trial activities, namely trial individual (one to one) and small group trials (small group). On trial one to one carried out by 3 students selected according to high, medium and low abilities according to the direction of the fifth grade homeroom teacher. Meanwhile, small group trials (small group) carried out by 6 students with high ability, medium ability, and low ability.

Individual Trial (One to One); The trial was conducted on 3 fifth-grade students of SD Negeri 28 Lubuklinggau. The trial subjects consisted of students with low, medium, and high abilities based on recommendations from the homeroom teacher. Before the trial, the researcher first provided an explanation regarding the use of the assisted LKPD.canvas that has been developed. Next, students are asked to fill out the questionnaire provided by the researcher by giving a tick. Checklist ( ) in the "Yes" or "No" column. Small Group Test (Small Group); The trial was conducted by 6 fifth-grade students of SD Negeri 28 Lubuklinggau. The trial subjects consisted of students with heterogeneous abilities. The trial data collection was carried out on May 28, 2025. Previously, the researcher explained to the students the content, purpose, and method of using the LKPD. After that, the students were asked to fill out a practicality questionnaire. The practicality questionnaire used a scale Guttman consisting of the "Yes" or "No" options provided on the questionnaire. Students are asked to provide a mark checklist ( ).

Evaluation Stage; Evaluation is conducted to ensure that the developed product has undergone comprehensive refinement, both in terms of content, design, and its usability in the learning process. The final evaluation is conducted by taking into account input and suggestions from expert validators, teachers, and students obtained during the validation and trial stages, both individual and small group trials. The main objective of this evaluation stage is to assess and finally correct any remaining deficiencies in the product, so that the resulting LKPD truly meets the standards of eligibility as teaching materials.

Data Analysis Results

The language expert trial was conducted by a lecturer at PGRI Silampari University, namely Inda Puspita Sari, M.Pd., the results of the calculations were based on the questionnaire that had been filled in and calculated using the percentage formula with a total of 10 items assessed and obtained a V value of 95% with very good clarification or can be said to be valid.

The media expert trial was conducted by a lecturer at PGRI Silampari University, namely Dr. Leo Charli, M.Pd., the results of the calculations were based on the questionnaire that had been filled in and calculated using a percentage formula with a total of 10 items assessed and obtained a V value of 87% with a very good or valid classification.

The expert validation trial of the material conducted by the fifth grade teacher of SD Negeri 28 Lubuklinggau, namely Mrs. Orin Monica, S.Pd., the results of the calculations based on the questionnaire that had been filled out and calculated using a percentage with a total of 10 items assessed and obtained a V value of 92% with a very good classification or can be said to be valid.

The practicality trial was conducted on 12th with Mrs. Orin Monica, S.Pd., the fifth-grade homeroom teacher at SD Negeri 28 Lubuklinggau. During the trial, the researcher administered a practicality questionnaire to teachers for assessment. The questionnaire consisted of 10 statements and

provided space for criticism and input on the developed LKPD. Based on the questionnaire results, a percentage of 96% was obtained, which is categorized as very practical.

The individual trial was conducted on May 24, 2025, with three fifth-grade students from SD Negeri 28 Lubuklinggau representing three ability levels: high, medium, and low. Prior to the trial, the researcher provided an explanation of how to use the LKPD. Next, students were asked to complete a 10-item questionnaire. The trial results showed a practicality percentage of 93%, which falls into the very practical category.

A small group trial was conducted on May 24, 2025, involving six fifth-grade students at SD Negeri 28 Lubuklinggau. Participants consisted of two high-ability students, two medium-ability students, and two low-ability students. Assessment was conducted through a 10-item questionnaire. Based on the questionnaire, the practicality percentage was 90%, which is considered very practical.

The effectiveness trial aimed to determine the extent to which the Canva-assisted Student Worksheet (LKPD) developed by the researchers was able to improve student learning outcomes in fifth-grade social studies at SD Negeri 28 Lubuklinggau. This activity involved 18 students as research subjects. The trial was conducted in two stages: a pretest and a post-test. The pre-test was conducted before using the Canva-assisted Student Worksheet, while the post-test was conducted after students participated in learning using the teaching materials.

A pre-test was administered to determine students' initial abilities in the material being taught. The pre-test analysis showed an average score of 59.63. At this stage, most students had not yet achieved learning mastery, with many unable to correctly answer the 15 questions presented.

Following the pretest, learning activities continued with the use of student worksheets (LKPD) developed by the researcher. The LKPD served as an interactive medium to help students understand the material visually and engagingly. After completing the LKPD, students were given a post-test with the same questions as the pre-test. The post-test, conducted on May 28, 2025, showed a significant improvement, with an average score of 83.70.

Furthermore, to determine the increase in learning outcomes quantitatively, an analysis was conducted using the N-Gain formula, and an average N-Gain value of 0.63 was obtained. According to the gain interpretation classification, this value is included in the medium to high category, which indicates a significant increase in learning outcomes. Thus, based on the data from the pre-test, post-test, and N-Gain calculations, it can be concluded that the use of Canva-assisted LKPD in social studies learning for grade V of SD Negeri 28 Lubuklinggau is effective in improving student learning outcomes.

The results of the pilot tests conducted by the respondents can serve as valuable input and suggestions for researchers to refine the Canva-assisted Student Worksheet (LKPD) for social studies learning as a product being developed. Revisions to the LKPD were made during the validation stage, based on the criticism and suggestions provided by the validators to improve the product's quality.

A trial of the student worksheet (LKPD) was also conducted with fifth-grade students and teachers at SD Negeri 28 Lubuklinggau. The purpose of this trial was to determine the practicality of the LKPD. The results showed that the LKPD was very practical to use in learning, and no revisions or improvements were found based on the results of the practicality trial by either students or teachers. Therefore, it can be concluded that the Canva-assisted LKPD in social studies learning is suitable for use as a support for student learning success.

The development of Canva-assisted LKPD for fifth-grade social studies learning is expected to help students understand the material more easily, function effectively as supporting teaching materials in the learning process, make it easier for teachers to deliver the material, and increase students' learning motivation to be more enthusiastic and interested in participating in learning.

4. CONCLUSION

Based on the results of research conducted at SD Negeri 28 Lubuklinggau regarding the development of Student Worksheets (LKPD) assisted by canva in social studies learning for grade V, it can be concluded as follows: By using the ADDIE development model consisting of the stages of

analysis (Analyze), planning (Design), development (Development), implementation (Implementation), and evaluation (Evaluation), a Student Worksheet was created for social studies learning for grade V which was designed with the canva application and printed on A4 paper (21.0 cm x 29.7 cm) as additional teaching material in grade V of SD Negeri 28 Lubuklinggau. Researchers have gone through stages, namely from the validation stage by language experts, media experts and material experts, practicality test of student responses and practicality test of teacher responses, as well as the effectiveness test of LKPD obtained the following results: The validity test of LKPD was carried out by filling out a questionnaire by language experts, media experts and material experts. The Canva-assisted LKPD is categorized as very valid with a percentage of 95% assessment from language experts, 87% assessment from media experts, and 92% assessment from material experts. Therefore, it can be concluded that the Canva-assisted LKPD for Class V Social Studies learning at SD Negeri 28 Lubuklinggau is very valid for use in the learning process.

The practicality test of Student Worksheets (LKPD) assisted by canva for Social Studies Learning for Grade V of SD Negeri 28 Lubuklinggau was conducted with one to one and small group trials on the practicality test of students and the practicality test of grade V teachers, entering the very practical category with an overall percentage of practicality results of 90%. The effectiveness of LKPD assisted by canva for Social Studies Learning for Grade V of SD Negeri 28 Lubuklinggau was conducted by involving all grade V students with a total of 18 students as subjects. In the LKPD effectiveness test, all grade V students were given the same questions in the pretest and posttest. The results of the pretest and posttest using the N-gain formula were obtained in the moderate category with a value range of $0.3 \leq g \leq 0.7$. So, that LKPD assisted by canva for Grade V of SD Negeri 28 Lubuklinggau is used in the learning process.

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